

Term:	Autumn Term		Spring Term		Summer Term	
Unit Name:	It's good to be me!		All around me!		Our Wonderful World!	
Hook:	Home corner role play area		Dress up day – real life heroes/superheroes		Holiday photos	
Showcase:	Share learning on Dojo		Share on learning on Dojo		Share learning on Dojo	
Enrichment:	Pantomime in school		Easter egg hunt		Graduation	
Books to Enjoy!	Starting School Goldilocks Room on the Broom	Bonfire Night Remembrance Day Christmas stories	Charlie's Superhero Underpants Supertato	Spring stories Easter stories We're Going on an Egg Hunt	Love, Your Bear Pete Spot Goes on Holiday	Paddington Sports Day story Starting Reception

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Literacy: Communication and Language: Listening, Attention & Understanding	Begin to listen carefully Begin to listen to longer stories and know what happens Listen to songs and begin to join in. Begin to develop social interactions Begin to engage in a two part question or instruction.	Listen carefully Begin to ask questions Listen to longer stories and begin to know what happens Develop social interactions and phrases	Listen carefully Ask questions Listen to longer stories and begin to know what happens Engage in story time and non-fiction texts Develop social interactions and phrases and begin to hold conversations. Engage in conversation	Listen carefully and respond with relevant questions, comments, and actions Listen to longer stories and know what happens Begin to ask questions to check understanding Engage in story time and non-fiction texts	Listen carefully and respond with relevant questions, comments, and actions Listen to longer stories and know what happens Ask questions to check understanding Make relevant comments and ask	Listen carefully and respond with relevant questions, comments, and actions Listen to longer stories and know what happens Ask questions to check understanding Make relevant comments and ask

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				Make relevant comments and ask questions to clarify understanding Engage in conversation	questions to clarify understanding Engage in conversation	questions to clarify understanding Engage in conversation
Literacy: Communication and Language: Speaking	Begin to engage in Plan, Learn Review cycle. Begin to describe events in some detail Begin to talk to organise their thoughts Begin to engage in conversation	Engage in Plan, Learn Review cycle beginning to express choices that they want to learn in class. Use talk to organise thoughts Begin to engage in conversation and wait while others are speaking	Engage in Plan, Learn Review cycle expressing choices that they want to learn in class. Use talk to organise thoughts beginning to use a wider vocabulary Engage in conversation and begin to wait while others are speaking	Engage in Plan, Learn Review cycle beginning to speak into longer sentences. Use a wider vocabulary Begin to express their point of view. Engage in conversation and wait while others are speaking to take in turns	Engage in Plan, Learn Review cycle beginning to speak into longer sentences. Express their point of view.	Engage in Plan, Learn Review cycle articulating in full sentences.
Literacy: Word Reading (Phonics) Phase 1 - ELS This can be covered throughout Nursery alongside Phase 2 in Summer term	Phase 1 - ELS Aspects 1, 2 and 3 Oral blending and sounding out (segment)	Phase 1 - ELS Aspects 1, 2, 3 and 4 Oral blending and sounding out (segment)	Phase 1 - ELS Aspects 1, 2, 3, 4 and 5 Oral blending and sounding out (segment) Begin to recognise initial sounds	Phase 1 - ELS Aspects 1, 2, 3, 4, 5 and 6 Oral blending and sounding out (segment) Recognise initial sounds Begin to know print has meaning	Phase 1 - ELS Aspects 1, 2, 3, 4, 5 6 and 7 Oral blending and sounding out (segment) Recognise initial sounds Know that print has meaning	Phase 1 - ELS Aspects 1, 2, 3, 4, 5 6 and 7 Oral blending and sounding out (segment) Phase 2 – ELS Oral blending and segmenting with Phase 2 graphemes-phonemes Recognise initial sounds with confidence Know that print has meaning

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Literacy: Comprehension	Listen to stories Begin to use new words and begin to describe events Begin to talk about stories - characters Begin to engage in rhymes and songs Begin to use new vocabulary	Listen to stories to begin to build up understanding Begin to talk about stories - characters Begin to engage in rhymes and songs Use new vocabulary	Listen to and begin to re-read stories to build up understanding Talk about stories – characters Begin to engage in rhymes and songs Use new vocabulary	Listen to and begin to re-tell stories to build up understanding Begin to describe events Talk about stories – characters and settings Engage in rhymes and songs Use new vocabulary in different contexts	Listen to and retell stories Begin to describe events with some detail Anticipate key events in stories Engage in rhymes and songs Use new vocabulary in different contexts	Listen to and retell stories Describe events in detail Talk about stories – what might happens next? Anticipate key events in stories. Engage in rhymes and songs Use new vocabulary in different contexts
Literacy: Writing:	Begin to write letters from their name Begin to plan a sentence and say it orally (think, say, count, write, check) Begin to recognise initial sounds	Begin to write letters from their name Begin to plan a sentence and say it orally (think, say, count, write, check) Begin to recognise initial sounds	Begin to write letters from their name Begin to plan a sentence and say it orally (think, say, count, write, check) Recognise initial sounds Begin to write own name	Begin to write letters from their name Begin to plan a sentence and say it orally (think, say, count, write, check) Recognise initial sounds and begin to write them Write own name	Begin to write letters from their name Begin to plan a sentence and say it orally (think, say, count, write, check) Recognise initial sounds and begin to write them Write own name	Begin to write letters from their name Begin to plan a sentence and say it orally (think, say, count, write, check) Recognise initial sounds and write them Write own name
Mathematics: Number	Begin to recite numbers to 5 Begin to explore the composition of numbers to 5 Begin to count quantities of objects	Begin to recite numbers to 5/10 Begin to explore the composition of numbers to 5/10 Begin to count quantities of objects	Recite numbers to 5/10 Explore the composition of numbers to 5/10 Count quantities of objects	Recite numbers to 5/10 Explore the composition of numbers to 5/10 Count quantities of objects	Recite numbers to 10 Explore the composition of numbers to 10 Count quantities of objects saying one number for each object	Recite numbers to 10 Explore the composition of numbers to 10 Count quantities of objects saying one number for each object

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					Begin to subitise up to 3	Begin to subitise up to 3
Mathematics: Numerical Patterns	Begin to recite numbers to 5 Begin to create patterns with objects Begin to make comparisons with objects relating to size Begin to experiment with marks and symbols as well as numbers Begin to talk about shapes	Recite numbers to 5 Begin to create patterns with objects Make comparisons with objects relating to size Begin to experiment with marks and symbols as well as numbers Begin to talk about shapes	Recite numbers to 5 Create patterns with objects Begin to make comparisons with objects relating to size, length, weight and capacity Begin to use vocabulary to compare quantities Experiment with marks and symbols as well as numbers Begin to talk about shapes and use to create pictures/models Begin to use positional language	Recite numbers to 5 with developing confidence Create patterns with objects Begin to make comparisons with objects relating to size, length, weight and capacity Begin to use vocabulary to compare quantities Experiment with marks and symbols as well as numbers Begin to talk about shapes and use to create pictures/models Begin to use and understand positional language	Begin to recite numbers beyond 5 Create patterns with objects and numbers Make comparisons with objects relating to size, length, weight and capacity Use vocabulary to compare quantities Experiment with marks and symbols as well as numbers and begin to solve real life maths problems Talk about shapes and use to create pictures/models Begin to use and understand positional language	Recite numbers beyond 5 Create patterns with objects and numbers Make comparisons with objects relating to size, length, weight and capacity Use vocabulary to compare quantities Experiment with marks and symbols as well as numbers and begin to solve real life maths problems Talk about shapes and use to create pictures/models Use and understand positional language
Personal Social and Emotional Development: Self-regulation/ Managing self/	Circle time: Rules of school Getting to know each other, family names, Harvest	Circle time: Making friends, Feelings Special people Begin to follow simple	Community: People who help us Understand the importance of listening and following	Belonging – a sense of belonging in our communities Resilience when things get tough!	Explore emotions: How to deal with upsets Getting along with each other	What we want to be when we grow up Follow more complex instructions and answer how and why

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Building relationships. (PSHEC)	Marvellous me Introduce rainbow challenge	instructions Introduce rainbow challenge	instructions. Road safety in the community Begin to follow simple instructions Introduce rainbow challenge/agency	Introduce rainbow challenge/agency Develop a sense of responsibility	Stranger Danger! Rainbow challenge/agency Begin to find solutions to problems	questions Rainbow challenge/agency Find solutions to problems
Physical Development Gross Motor Skills & Fine Motor Skills (PE)	Introduction to how to use resources safely, construction and outdoors area, bikes etc., Begin to use one handed tools Begin to use dominant hand Begin to use the toilet unaided The right choices linked to self-regulation and behaviour	Negotiates space Begin to use one handed tools Begin to use dominant hand Begin to use the toilet unaided The right choices linked to self-regulation and behaviour	Handle objects safely Use malleable materials. Develop larger control (using balance bikes) Begin to use one handed tools Begin to use dominant hand Begin to put on coats independently Begin to use the toilet unaided The right choices linked to self-regulation and behaviour	Use large construction materials to build Improve balance and mobility Use one handed tools Use dominant hand Begin to put on coats independently Use the toilet unaided The right choices linked to self-regulation and behaviour	Understanding health and exercise Use a comfortable pencil grip Use dominant hand Put on coats independently and begin to use zips Use the toilet unaided The right choices linked to self-regulation and behaviour	Children to know impact of exercise on body, manage hygiene etc. Healthy Eating. Use a comfortable pencil grip Use dominant hand Put on coats independently and begin to use zips Use the toilet unaided The right choices linked to self-regulation and behaviour Being Reception ready
Understanding of the world: Past and present: (History)	Personal History: When I was a baby	Stories my parents and grandparents heard	Talk about the lives of people around us and their roles in society.	Stories from my past	Stories from my past	My Personal History How have I changed?

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Understanding of the world: People and communities: (Geography) (RE)	Where I Live Myfamily	Different people I meet	Investigate their immediate environment – our community	Different celebrations	Know there are different countries in the world	Know there are different countries in the world
Understanding of the world: Natural world: (Science)	Observing similarities and differences between myself and my friends. Autumn	Using my senses	Winter? Planting of bulbs/seeds Respect and care for natural environment/living things	Spring Life cycle of plant/animal (tadpoles)	Explore materials with similar and different properties Life cycle of plant/animal (butterfly)	Summer Observing changes. Sorting and classifying different animals/people Explore forces (push/pull)
Expressive Art & Design Creating with Materials (Art & Design) (Design Technology)	Explore materials through provision Join materials together (junk) Explore colour mixing Engage in role play	Explore materials through provision Begin to draw with some control Join materials together (junk) Explore colour mixing Engage in role play	Explore materials through provision Begin to draw with some control and complexity Join materials together (junk) Explore colour mixing Engage in role play	Explore materials through provision Draw with some control and complexity Join materials together (junk) Explore colour mixing Develop own ideas Engage in role play	Explore materials through provision Draw with some control and complexity Join materials together (junk) Explore colour mixing Develop own ideas Engage in role play	Explore materials through provision Draw with some control and complexity Join materials together (junk) Explore colour mixing Develop own ideas Engage in role play
Expressive Art & Design Being Imaginative & Expressive (Music) (Drama)	Develop imaginative play Use small world to develop scenarios Singing and performing	Develop imaginative play Use small world to develop scenarios Begin to use stories that have been heard to influence role play/small world Singing and performing	Develop imaginative play Use small world to develop scenarios Begin to use stories that have been heard to influence role play/small world Singing and body percussion/instruments	Develop imaginative play Use small world to develop scenarios Begin to use stories that have been heard to influence role play/small world Singing and body percussion/instruments	Develop imaginative play Use small world to develop scenarios Begin to use stories that have been heard to influence role play/small world Singing and body percussion/instruments	Develop imaginative play Use small world to develop scenarios Begin to use stories that have been heard to influence role play/small world Singing and body percussion/instruments

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RE	Being Special	Special times (Christmas) (Hannukah) (Diwalli)	Special stories (Shrove Tuesday) (Lent)	Special Times (Easter)	Special places (Cultural celebrations)	Special people (Family celebrations)
Computing	Technology in the Early Years is incorporated throughout the year through continuous provision and via focused activities, it can mean: <ul style="list-style-type: none"> • Taking a photo with a camera or iPad • Using and playing with a remote control car • Playing games on the iPad or interactive whiteboard <ul style="list-style-type: none"> • Using Beebot • Watching a video clip • Listening to an e-book story • Listening to music 					
SMSC	Our Year EYFS Curriculum promotes children’s Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and have courageous advocacy as digital global citizens.					
Fundamental British Values	Our Year EYFS Curriculum actively promotes the Fundamental British Values of <i>democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> , in order to prepare children for life in Modern Britain.					
Spirit of Purpose Values	Our Spirit of Purpose Values underpin all of our Curriculum at QUEST:					
Christian Values Global Dimension Cycle 1 2022 2023	Creation GD - Famine	Respect &Reverence GD – Community links and roles	Trust GD - Human Rights and fairness	Peace GD – Lent appeal	Humility GD - Fairtrade	Endurance GD – Change for the better. Clean Air
Christian Values Global Dimension Cycle 2 2023 2024	Friendship GD –Fairtrade	Compassion GD - Poverty	Koinonia GD – Local community links and roles	Generosity GD – Lent appeal	Justice GD Human rights and justice	Responsibility GD – Sustainability for the future
Christian Values Global Dimension Cycle 3 2024 2025	Thankfulness GD –homelessness	Service GD – Local Community links and roles	Truthfulness GD – Fairness in the world	Forgiveness GD – Lent appeal	Wisdom GD – Fairtrade	Hope GD – Change for the better. Clean water

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HGCP Values Cycle 1 2022 2023	Friendship	Service	Responsibility	Generosity	Creativity	Truthfulness
HGCP Values Cycle 2 2023 2024	Perseverance	Peace	Hope	Forgiveness	Trust	Thankfulness
HGCP Values Cycle 3 2024 2025	Respect	Compassion	Wisdom	Humility	Justice	Courage